

# Linking Language, Literacy, and Learning Behaviors

Research and Evidence-Based  
Methods and Techniques

Based on the work of *Dr. Lance M. Gentile, Ph.D.*

Compiled by Alpine School District, Utah



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# Linking Language, Literacy, and Learning Behaviors



***Linking Language, Literacy, and Learning Behaviors*** is a program that strives to meet the educational needs of children who are language-impooverished, children who are learning English as a second language, and children who may struggle with learning behaviors that inhibit their ability to flourish in our classrooms. These methods and techniques are research-based, and research-evidenced . . . that is, they are not based on theory alone, but have been ***proven*** to be effective in the classroom.

“My model of literacy instruction assumes that formal education can and should capitalize on oral language and cognitive self-extending systems to build a self-extending system for literacy which includes reading and writing.”

Marie Clay

“The most important problem in language acquisition lies not in understanding the ‘science’ of language development in the objective world and thus being able to explain it, but in applying this knowledge to actively change the way language is acquired in school.”



Dr. Lance Gentile, Ph.D.

This body of work is based on the lifelong career of Lance M. Gentile, Ph.D. He has been a teacher for over 40 years. He has taught at every level and been involved in teacher education and training research and writing. His work focuses on the development of oral language, second language acquisition, and the social-emotional factors related to language and literacy development. He is a nationwide consultant to PreK-12 public schools and programs where he works extensively with teachers, children, parents, aides, and administrators modeling language, literacy, and learning behavior assessment and ORACY instruction. Dr. Gentile has served as professor at four major universities, authored several books and numerous professional articles, and served as founding editor of the International Journal, *Reading Psychology*.

# ORACY Instruction

Reading and writing are language and behavioral activities. This is why **Oracy Instruction**, which links language, literacy and learning behavior, can help children with the least experience in these areas of development become enthusiastic readers and writers. The approach provides consistent interactions compatible with natural language acquisition.

**More than skills-based literacy instruction is needed to reach and teach these children. Skills are important. But skills alone do not motivate children to learn, and do not make reading and writing meaningful.**

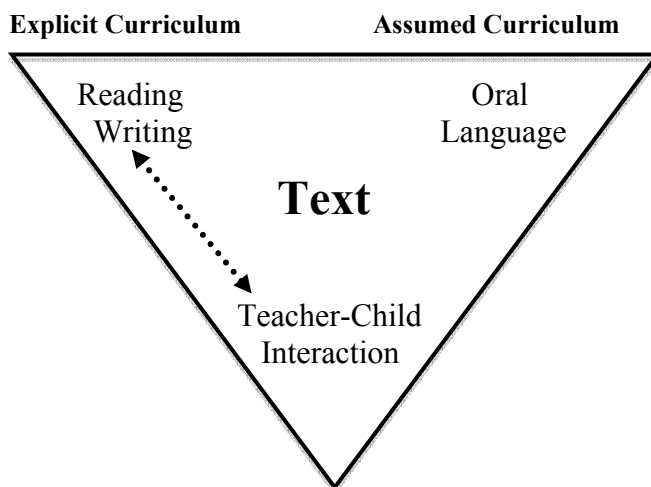
*"Interest is the mother of motivation, focus, and concentration. Language development is the mother of comprehension and fluency. To insure comprehension **and** fluency, you must capture the mother **and** the grandmother."*

Lance M. Gentile

Ph.D. (2004)

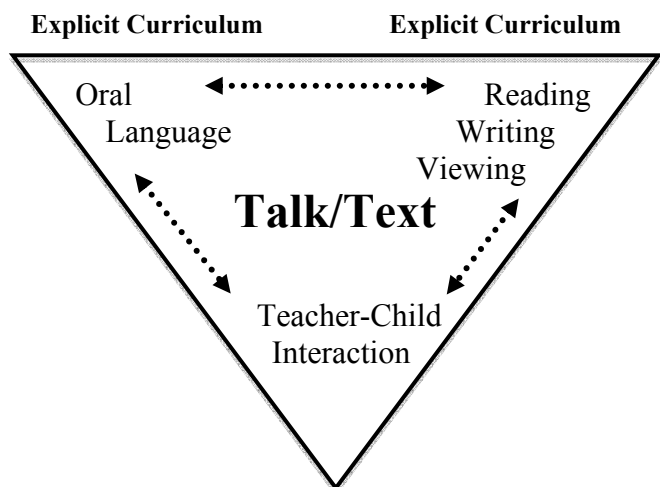


## Traditional Instruction



## Systemic Intervention:

Linking Language and Literacy Across the Grades





## At Issue:

# Poverty v. Language Impoverishment

by RDeen Huerta  
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There is a difference between children who come from *poverty* and children who are *language-impo***verished**. Many children coming from poverty in fact have rich language skills in English, come from families that value education, and have lofty goals for breaking out of their situational poverty and reaping the benefits of a good education. Children coming from poverty may also include students who are rich in their native language and are learning English as a second language. These students are self-motivated and motivated by their parents to reach out, embrace a new language and culture, and flourish in an educative environment.

On the other hand, children who are *language-impo***verished** come to our classrooms with a very limited vocabulary base and low verbal skills. Many of these students in fact come from poverty. Some of these children are native English speakers who have had very limited verbal interaction with siblings, adult caregivers, and child-care providers. They may come from homes with illiterate parents, homes without books, or homes where learning and education are not valued. They may also come from homes of privilege, where both parents have active and demanding careers, and the children are left in the care of people who give them limited personal interaction. Other children who are language-impo**verished** in their *first* language find it even more difficult to enter school and learn English as a second language when they do not even have sufficient skills to navigate the language of their parents. ***Current trends indicate that this population of language-impo*****verished children is steadily increasing in our schools.**

As teachers, we must be clear about the difference between these groups of students. We must not make the assumption that all English-speaking children will automatically have the verbal skills they need in order to succeed in our classrooms. We must also not make the assumption that all children learning English as a second language are language-impo**verished**. Each group of children presents specific challenges that we as teachers should and must be aware of in order to meet the educational needs of these students in a fair and equitable manner. In addition to the challenges of meeting their

educational needs, we may very well be dealing with learning behavioral challenges that can compound already difficult learning and instructional situations.

# Essential Components of ORACY Instruction



## Selecting your Oracy Group:

A group of four students is ideal.

It is best to select four boys, four girls, or two boys and two girls.

Try to group them as closely as possible by reading level and Abbreviated OLAI results.

## Three Core Principals

Expand: If they give you one-word responses or short phrases, expand to a complete sentence.

Refine: Model correct English grammar and let them hear it.

Repeat: Have them repeat often:

- What the teacher says
- What the students say
- As a group
- As individuals

## Use the TO, WITH, BY Model:

Help students become independent by using the *gradual release of responsibility model*.

Focus on the four domains of language: listening, speaking, reading, and writing.

## Use the results of the Abbreviated OLAI:

### MOST COMMON SENTENCE STRUCTURES

Were they able to repeat all of them correctly?

Do they use the sentence structures correctly in speech and writing?

### NARRATIVE is key!

Can they tell a story with a logical beginning, middle, and end?

Do they have correct grammar when telling their narrative?

Do they use detail and academic words in their story?

### EXPOSITORY TEXT:

Were they able to answer the intrapersonal and extrapersonal questions?

Do they know how to choose important details in nonfiction text?

Were they able to write a summary with details, complete sentences, and correct sentence structures?

### GRAMMAR USAGE:

What part of grammar are they struggling with the most?

Do they use pronouns correctly?

What concerns do you have about pronunciation?



# Overarching Themes



“Our goal is to get children **“word-struck.”** Lance Gentile, PhD We want to encourage our students to savor new and interesting synonyms and antonyms, roll unique words around their tongues, celebrate the diversity of words, and get excited when they encounter new words in texts and speech.

## Overarching Premise:

- Get students talking.
- Expand their language.
- Refine their language.
- Repeat verbally what they hear.
- Link into literacy in authentic ways that are connected to their conversation.

We also employ a **gradual release of responsibility** to bring our students to **literacy independence** with the four domains of language:

- Listening
- Speaking
- Reading
- Writing

## Four Blocks of ORACY Instruction with De-contextualized Conversation

<b>1. Activity (Creative arts/puzzles)</b> <ul style="list-style-type: none"><li>• Talk about what you’ll do.</li><li>• Do it and <i>talk</i> while doing it.</li><li>• Talk about what you did.</li></ul>	<b>2. Reading</b> <ul style="list-style-type: none"><li>• Talk about what you’ll read.</li><li>• Read and <i>talk</i> during the reading.</li><li>• Talk about what you read.</li></ul>
<b>3. Writing</b> <ul style="list-style-type: none"><li>• Talk about what you’ll write.</li><li>• Write and <i>talk</i> during the writing.</li><li>• Talk about what you wrote.</li></ul>	<b>4. Viewing and Listening</b> <ul style="list-style-type: none"><li>• Talk about what you’ll watch or hear.</li><li>• Watch or listen and <i>talk</i> during the selected segment of video or audiotape.</li><li>• Talk about what you watched or heard.</li></ul>



# Learning Behaviors



**“If you are distressed by anything external, the pain is not due to the thing itself but to your own estimate of it; and this you have the power to revoke at any moment.”**

**M. Aurelius**

**“Put yourself wholeheartedly into something and energy grows. It seems inexhaustible. If, on the other hand, you are divided or conflicted about what you are doing, you create anxiety. And the amount of physical and emotional energy consumed by stress or anxiety is exorbitant.”**

**H. De Rosis, M.D.**

We also want our students to have healthy *learning behaviors* that facilitate positive classroom experiences and build interaction and study skills that will influence their acquisition of knowledge for a lifetime.

As students work to change negative self-talk when learning is stressful, they experience what they do differently. But first they must learn to think about and change aversive thoughts and feelings. As they learn to replace negative thoughts and feelings with those that are positive, gradually they develop more flexible responses when learning is difficult. (Gentile, 2009)

## Theory of Deviant Behavior

According to Rudolph Dreikurs (1953), all behavior is teleological (purposeful) and goal directed.

- Attention
- Power
- Revenge
- Proof of inadequacy (Learned helplessness or dependency)

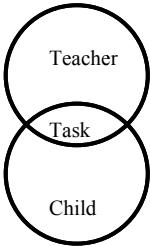
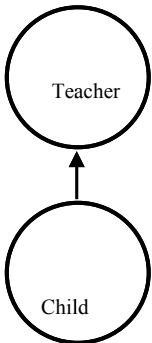
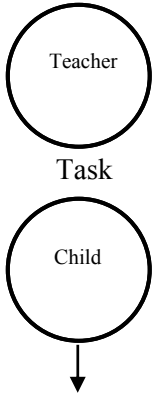
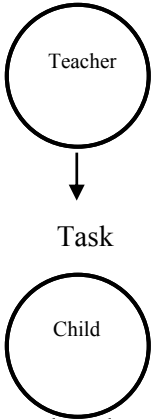
Once a child is labeled something, it is HARD to overcome it. *Psychosclerosis* is a “hardening of the attitudes.” What ELSE might account for the behavior? Could other things be going on in the child’s life which explain the symptoms? Are there other symptoms at play here? (Not just one)

## Diagnosing Stress Responses:

Diagnosing stress responses involves being aware of physical indicators. According to Albert Mehrabian, Ph.D. (1981), 7% of a message pertaining to feelings and attitudes is in the words that are spoken. 38% of a message pertaining to feelings and attitudes is paralinguistic (the way that the words are said). And 55% of a message pertaining to feelings and attitudes is in facial expression. Teachers should observe the following physical indicators when determining which form of behavior response is being exhibited by students:

1. Eyes and facial expressions
2. Head, torso, hands, and legs
3. Speech and breathing

## Four Main Categories of Learning Behavior

Stress Responses When Learning is Difficult			
<u>Flexible Response</u>	<u>Fight Response</u>	<u>Flight Response</u>	<u>Frozen Response</u>
 <p>The child interacts positively with the teacher, approaches and focuses on the tasks.</p> <p><b>Self-talk</b> includes:          “Yes, I can.”          “I think I can.”          “I’ll try or ask for help.”</p>	 <p>The child confronts the teacher or the task to avoid the work.</p> <p><b>Self-talk</b> includes:          “I’m not doing this!”          “I hate it. You can’t make me!”          “This is stupid. I’m no good at it.”          “I ain’t no school boy/girl!”</p>	 <p>The child flees from the task and interaction with the teacher or the task.</p> <p><b>Self-talk</b> includes:          “I can’t do this!”          “No one can help me!”          “I’ll never be able to do it!”          “There’s no use trying!”</p>	 <p>The student shuts down, quits and surrenders to the challenge.</p> <p><b>Self-talk</b> includes:          “This is too hard!”          “I don’t know what to do!”          “If I don’t try I can’t be wrong!”          “I give up!”</p>



# What Teachers Can Do to Help Students Develop Positive Responses to Stress:

When dealing with any form of stress response that inhibits learning, teachers must remember three main approaches:

- Be persistent
- Be insistent
- Be consistent

If your insides don't match your outsides, children are going to:

- Retreat from you
- Challenge or confront you and your instruction
- Become very difficult to reach

Teachers must teach students behavioral coping skills or learning behavior:

- Patience. Teach students how to wait comfortably.
- Impulse control. Learning how to control impulsivity is the BEST predictor of academic success.
- The ability to overcome adversity.
- Changing negative self-talk. If a student resists, and is *rewarded* for resisting, that student will continue to resist...especially when behavior is cemented over time.
- Listening, focusing and following instructions.
- Willingness to delay gratification. Teaching children to delay gratification is the best predictor of high SAT scores.
- Taking risks, persistence and valuing hard work.
- **Quitting** is not an option. We *never* quit. And we *always* finish what we start.
- Teachers must allow kids *independence*. Let them fix their *own* problems. "You can help yourself. You don't need me."
- Teachers CAN say, "NO. What you are doing is NOT helping yourself..."nip problems in the bud...let kids solve problems themselves.



# The Most Common Sentence Structures



In order to help our second language learners, we must understand the most common sentence structures. Then we, as teachers, need to expose our students to more advanced sentences by using them with our students as we teach, and having them repeat.

1. **Simple Sentences:** Simple sentences contain a noun and a verb. They can also contain adverbs and adjectives.

**Examples:**      *I went home.*                                      *I went home **slowly**.* (adverb)  
                         *My dad is working.*                                      *My dad is working **hard**.* (adverb)  
                         *I love my mommy.*                                      *I love my **beautiful** mommy.* (adjective)

2. **Expanded sentences containing prepositions:** A preposition is a word used with an article, noun, or pronoun to form a phrase, i.e., **in** the pool, **on** the desk, **into** bed, **for** my party.

**Examples:**                      *I like to play **with** my cat.*  
                                        *I like to color **at** my school*  
                                        *His brother was dancing **with** his girlfriend.*

3. **Two phrases, clauses or statements linked by a conjunction:** A conjunction is a word serving as a connector between words, phrases, clauses or sentences expressing a cause-effect relationship or condition, i.e., **and**, **because**, **so**, **if**, **while**, **but**, and **however**.

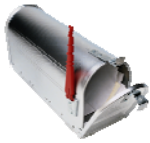
**Examples:**      *My arm was hurting me, **so** I went to the doctor's office.*  
                         *The girl ate all her food, **but** she was still hungry.*  
                         *She will be **either** a witch **or** a princess for Halloween.*  
                         *We will go to recess **after** we finish the assignment.*

4. **Two phrases or clause statements linked by a relative pronoun:** A relative pronoun is a word referring to a noun or pronoun used previously in a sentence that makes meaning more explicit and establishes a relationship between two things, i.e., **who**, **that**, **what**, **which**, **whoever**, **that**, **whichever**.

**Examples:**      *The contestant **who** eats the most pie wins the contest.*  
                         *Jimmy was the one **who** chased me.*  
                         *I put on the shirt **that** fit best.*  
                         *The people found **what** they wanted.*

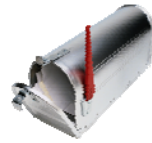
5. **Two phrases or clause statements linked by an adverb.** An adverb is a word that modifies a verb, adjective, or another adverb that expresses time, location or manner, i.e., **when**, **where**, **how**, **however**, **whenever**, **wherever**.

**Examples:**      *Jose went to class **when** lunch was over.*                      *Jill can pick flowers **whenever** she likes.*  
                         *She showed me **where** it happened.*                                      *You can make it **however** you want to.*  
                         *He knows **how** to play that game.*                                      *He feels safe **wherever** he is.*



# The Message of the Day

(Using Concrete Objects to Teach New Concepts)



Use this strategy to practice important words or phrases until they become a part of the students' natural language. Using concrete objects to teach abstract concepts is the foundation of Message of the Day.

**Prepositions, conjunctions, opposites, comparatives (big, bigger, biggest/small, smaller, smallest), and new vocabulary** are effectively taught using this strategy. You may incorporate any of the sentence structures in your message.

## Procedure Using Prepositions:

- Choose an object(s) that you will use to act out the message.
- Model an action or location while saying the phrase(s).

**Examples:** "The dog is **in** the house."

"The key is **on top of** the bookshelf."

"She is walking **down** the steps."

"The dog is **out of** the house."

"The key is **under** the bookshelf."

"She is walking **up** the steps."

- Students repeat individually or as a group and manipulate the objects.
- Repeat the sentence(s) several times.
- Let students choose a different object and/or a different place in the room and repeat the phrase, keeping the preposition(s) the same.
- Review the same Message of the Day for several days until students can do it independently.

## Procedure Using Conjunctions:

- Plan the sentence you will use ahead of time.
- Choose an object(s) that you will use to **act out** the message.
- Model** an action while saying the phrase.

**Examples:**



Objects	Sentences
⇒ toy bird ⇒ nest	"The mother bird is flying to the nest <b>so</b> she can feed her babies." -OR- "The bird is making a nest <b>because</b> she wants to lay her eggs."
⇒ basket ⇒ apples	"I am taking the basket of apples to my grandmother <b>after</b> I pick them." -OR- "I want to put the apples in the basket <b>but</b> my brother wants to eat them."

- Students repeat individually or as a group and manipulate the objects.
- Repeat the sentence(s) several times.
- Review the same Message of the Day for several days until students can do it on their own correctly.

## Where Do I Fit in Message of the Day?

- This activity fits in well at the beginning and/or end of ORACY instruction, but can be embedded anywhere.
- In addition to using this concept with your ORACY group, it can also be done with the **whole class daily**.
- Message of the Day fits in nicely when transitioning in and out of the classroom.

**Examples:**

"Madison is **at the front** of the line, but Gavin is **at the back** of the line."

"The whiteboard is **at the front** of the room and the easel is **at the back** of the room."

## Things to Remember:

- The message of the day also works well for teaching new vocabulary words (or core content words). Expose the children to the new vocabulary word in a variety of activities over several days.
- The message of the day should be reviewed for several days using different activities to practice. Don't go on to new words until students are proficient. Sometimes it may take more than a week.
- For younger students, you may want to teach only one word instead of a pair of words.



# Message of the Day Examples

## **Prepositions:**

- inside/outside
- on top of/below
- toward/away from

## **Conjunctions:**

- but
- or
- after

## **Opposites:**

- hot/cold
- morning/evening
- thirsty/hungry

## **Comparative Adjectives:**

- small/smaller/smallest
- good/better/best
- hot/hotter/hottest

## **Pronouns:**

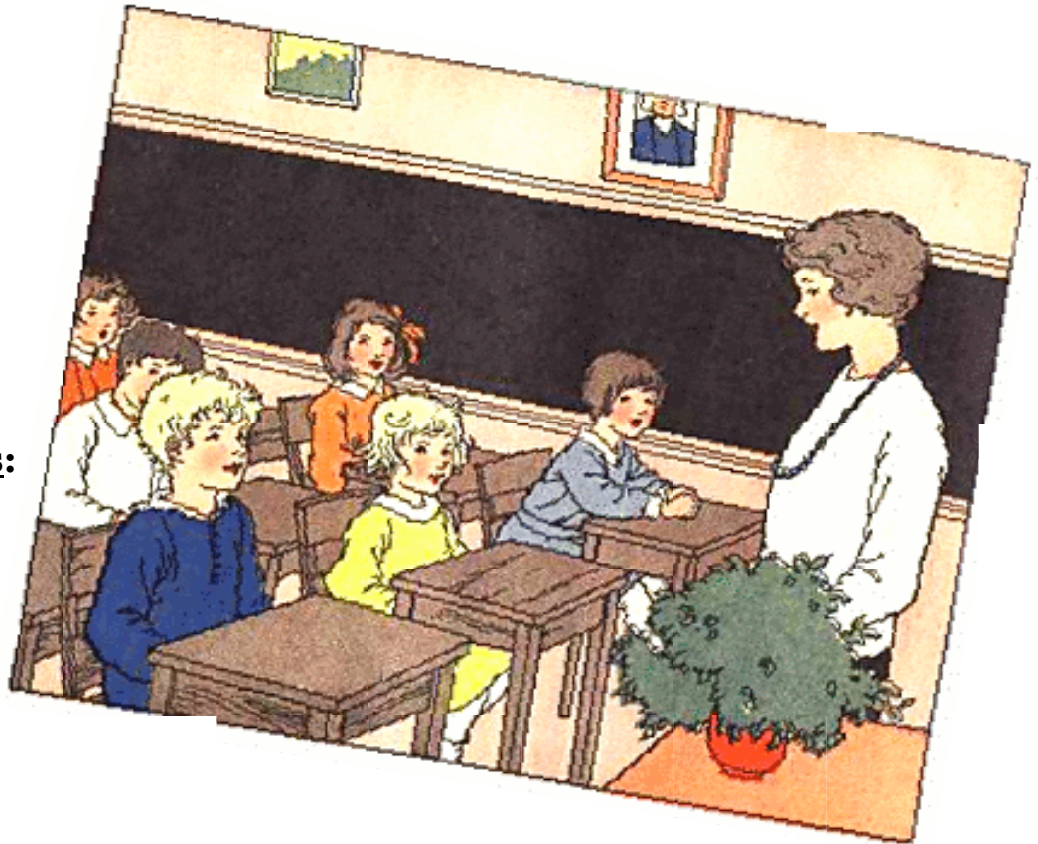
- his/her
- he/she
- these/those

## **Contractions:**

- I am/I'm
- do not/don't
- should not/shouldn't

## **New Vocabulary:**

- Content Vocabulary (Examples: Core Words - Science, Math, Social Studies, Language Arts)
- Unknown words in stories (Examples: indifferent, sluggish)
- Unknown words in expository text (Examples: nocturnal, invertebrate)



*See the following page for a list of ideas for Message of the Day*

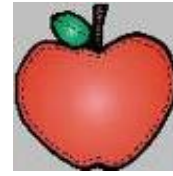
# Ideas for Message of the Day

if/then	driving/flying	always/never	early/late	right/wrong
walk/run	big/bigger/	here/there	nice/mean	able/unable
below/above	biggest	thick/thin	right/wrong	beginning/end
in front of/behind	empty/full	wet/dry	wise/foolish	larger/smaller
raise/lower	small/smaller/	long/short	strong/weak	sweet/salty
inside/outside	smallest	clean/messy	simple/	build up/tear down
in the/on the	tall/taller/tallest	easy/hard	complicated	correct/wrong
sit by/stand by	short/shorter/	excited/bored	difficult/easy	necessary/not
over/under	shortest	give/receive	selfish/	necessary
asleep/awake	good/better/	can/can't	generous	everybody/ nobody
around/through	best	will/won't	graceful/	just right/too
took/gave	bad/worse/	may/may not	clumsy	much/too little
ate/drank	worst	fat/skinny	early/late	push/pull
climb up/go down	sunny/rainy	speed up/slow	on time/tardy	inhale/exhale
comes up/	lose/find	down	thirsty/hungry	full of energy
goes down	open/close	quiet/loud	rude/polite	/exhausted
went/came	top/bottom	I'm hurt/I'm better	happy/sad	it is/it isn't
into the/	happy/sad	speak/listen	stingy/generous	fact/opinion
out of the	shiny/dull	swing/slide	easy/difficult	cause/effect
like/don't like	a lot/a little	it's sore/it hurts	high/low	problem/
walk/ride	many/few	relaxed/stressed	boring/	solution
run/walk	normal/strange	turn on/turn off	interesting	compare/
sing/talk	fence/gate	take out/	plain/fancy	contrast
dance/walk	sure/unsure	bring in	leave/arrive	win/lose
remembered/	funny/serious	have/have not	bring/take	fair/unfair
forgot	deep/shallow	I'm sick/I'm fine	find/lose	real/fake
sink/float	fast/slow	enter/exit	lost/found	rise/fall
smooth/rough	with/without	now/then	work/rest	male/female
sit/lie	accept/reject	this/that	begin/end	man/woman
read/write	opened/closed	there is/	start/stop	boy/girl
whisper/shout	good/bad	there are	throw/catch	begin/finish
hard/soft	kind/mean	old/young	spend/save	first/last
big/little	neat/sloppy	nice/mean	put on/take off	round/flat
hot/cold	across/around	to/from	get in/get out	floor/roof
warmer/colder	alive/dead	hidden/found	walk up/walk down	lead/follow
like/love	cute/ugly	hello/good bye	work/relax	stand up/fall (sit)
love/hate	add/subtract	more/less	stay/go	down
bigger/smaller	multiply/divide	rich/poor	come/leave	fresh/rotten
true/false	hello/good-bye	buy/sell/trade	clumsy/	smile/frown
truth/lie	morning/	I want/I need	graceful	lady/gentleman
tall/short	evening	cheap/	all/nothing	give/get
near/far	day/night	expensive	question/	bride/groom
up/down	yes/no	break/fix	answer	alone/together
smaller/bigger	yucky/yummy	fun/boring	anything/	hairy/bald
close to/far away	bitter/sweet	modern/old	everything	half/whole
on/off	go up/come down	sure/unsure	appear/	healthy/sick
sharp/dull	funny/serious	calm/hyper	disappear	heavy/light
quiet/loud	before/after	happy/unhappy	agree/disagree	





# List of Prepositions:



## Most Common Prepositions:

about  
above  
across  
among  
around  
at  
before  
behind  
below  
between  
for  
in  
in front of  
inside  
inside of  
in to (into)  
next to  
on  
on top of  
on to (onto)  
outside of  
over  
through  
to  
under  
with

aboard  
absent  
according to  
after  
against  
ahead of  
along  
alongside  
amid  
amidst  
as  
as far as  
as well as  
atop  
beneath  
beside  
by  
by means of  
despite  
down  
due to  
during  
except  
far from  
following  
from  
in addition to  
in case of  
in place of  
in spite of  
instead of  
like  
mid  
minus

near  
near to  
next  
notwithstanding  
of  
off  
on account of  
on behalf of  
opposite  
out of  
outside  
owing to  
past  
plus  
prior to  
regarding  
round  
save  
since  
than  
throughout  
till  
times  
toward  
underneath  
until  
up  
upon  
with regards to  
within  
without





# List of Conjunctions:



<b>Most Common Conjunctions:</b> after and because before but if or so until when whenever	although as as far as as if as long as as soon as as though as well both either even if even though for how however if only in case in order that neither	nor now once only provided rather than since so that than that though till unless where whereas wherever whether while yet
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## List of Adverbial Clauses



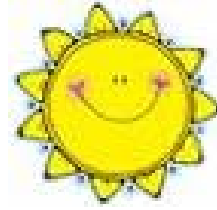
after although as as long as as soon as because before by the time (that) due to the fact that even if	even though every time (that) if in case (that) only if provided (that) providing (that) since the first time (that) the last time (that)	the next time (that) though unless until whether (or not) when whenever whereas while
---	--	---



Wash your hands  
before you eat



# List of Relative Pronouns

**that**

Rover is the dog **that** buried the bone.

**what**

corina can say **what** she wants to say.

**which**

José likes vanilla, **which** is the most popular flavor of ice cream.

**whichever**

You can have **whichever** one you want.

**who**

Tom is the boy **who** ran the fastest.

**whoever**

**Whoever** broke the window will have to replace it.

**whom**

The teacher picks the students **whom** she believes studied the most.

**whomever**

You may invite **whomever** you like to the party.





# Story Reconstruction And Narrative Comprehension



**This activity is the basis for literacy development!** Story reconstruction helps students hear, comprehend and retell a story.

First choose a set of sequence cards that is narrative in nature or use a low-level guided reading book (Rigby PM Plus, Levels 3-4). You may want to script a story on sticky-notes to put on the back of the sequence cards while preparing.



## **Story Preview:**

- Preview and assess background knowledge by first showing all the sequence cards. Have students chat about the pictures and tell what's happening.
- Plant new vocabulary that will come up in the story.
- Ask them some questions to see if they have had experience with what is portrayed in the pictures.



## **Teacher Tells the Scripted Story:**

- Decide ahead of time what sentence structures you will intentionally use in your story based on your students' development.
- Model the narration with the sequencing cards.
- **Make sure your story has a *beginning, middle, and end* and a *problem/resolution*.**
- Use sequencing language (*first, then, next, finally*).



## **Students Retell the Story:**

- Have students retell the story in one of the following ways:
  - as a group
  - to a partner (students take turns back and forth telling about the pictures)
- Scaffold their efforts by providing additional information. If they leave out details you gave in your story, **restate them as the children retell**. Have students repeat often.
- *Refine* to ensure correct English usage. Have **students repeat** these refined parts often.
- Elicit some responses from the students about the story. Refine the comments if necessary to ensure correct usage. Have student repeat often, but don't overdo.



## **Future Re-Tellings:**

- Use the same story for **several days** to allow repetition and to become well-acquainted with the story, its vocabulary and concepts.

- To expand and refine language, say things a little differently, repeating and rephrasing what you say with each re-telling.

## Story Reconstruction and Narrative Comprehension (Continued)



During narrative, **don't ask literal questions**, but add on to what the student says as a prompt so the student keeps the story moving along. When the **teacher** needs to assist the student in helping the story to **move forward**, the teacher should make a note of it. Your job is to help students be able to eventually tell the story without prompting.

### Possible Extensions:

1. Act out the story, using the same language from the story.
2. Put sections to rhythm, sing it, or chant it.
3. Go back to one of the picture cards to practice again the structures you purposefully put into the story. "Maria is in the box." "Maria is not in the box."
4. Use real objects to practice an important structure in the story (works well for prepositional phrases).
5. Re-write part of the story during interactive writing.
6. Draw a picture. Add captions.
7. Type up the story. The teacher or the students can retell the story in future sessions.
8. Make a class book of re-told stories. Add it to the "Reading Corner."
9. Add on to the story.
10. Write one part of the story on chart paper or the white board and have students come up to point and read.
11. Do a *Diamond and Four* with a word(s) from the story.
12. Transform one sentence from the story to any or all of the following:
 

Example statement:	"José enjoys going to his grandma's house every week."
• Negative statement	"José does not enjoy going to his grandma's house every week."
• Question	"Does José enjoy going to his grandma's house every week?"
• Command	"José, go to your grandma's house every week."
• Exclamation	"José enjoys going to his grandma's house every week!"





# The Diamond and Four

The ***Diamond and Four*** can be used to teach grammar, forms and functions of English, vocabulary, targeted concepts, phonics, synonyms, antonyms, etc.

**This strategy should be interjected any time during a lesson when students come to a word that is unfamiliar, or when linking into literacy.**

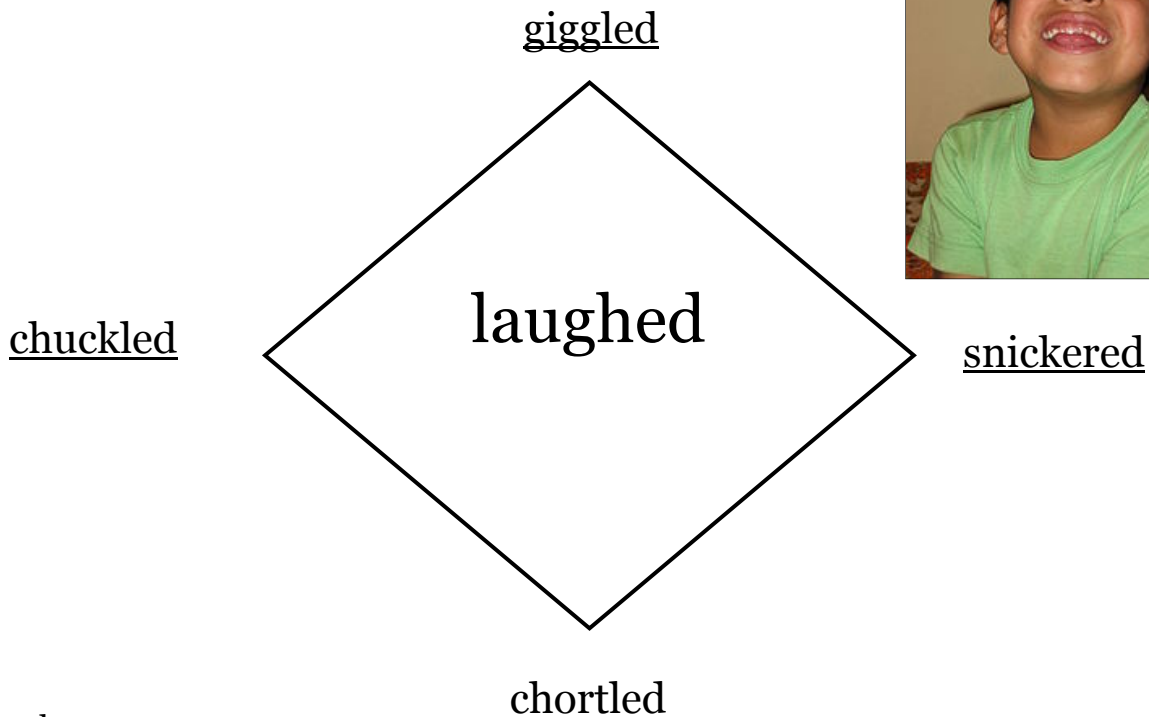
## **Procedure:**

1. Students draw a diamond in the middle of their paper or the teacher provides a paper with the diamond already drawn.
2. The teacher does the same on chart paper or the white board. *Note: You may draw four blank lines at the point of each diamond if desired so students know where to write the words (see illustration below).*
3. The word or concept the teacher wishes to highlight is written in the center of the diamond.
4. Other examples of the word or concept are written on the lines around the diamond.

**Example using synonyms:** Ask children what other words they know that mean the same thing as the word in the center. Begin scripting their responses around **three** points of the diamond. *Talk about each word as you write it. If children cannot think of a synonym, provide one for them. "Tell me when you know the word I'm going to write."*

5. At the **bottom** of the diamond, **you** identify and write the last word. This should be a more important, difficult, or colorful synonym. It is a word the children would probably not hear or see in their daily interactions.
6. Generate sentences using the word(s). If constructing the sentence is too difficult, model this skill until they become proficient.

**Examples:** "The boys **laughed** at the teacher's comment."  
"The boys **chuckled** at the teacher's comment."  
"The boys **giggled** at the teacher's comment."  
"The boys **snickered** at the teacher's comment."  
"The boys **chortled** at the teacher's comment."



## **Other Examples:**

- Blends: "br" – *bright, bridge, brown, broke*
- Antonyms: "cheerful" – *gloomy, miserable, unhappy, despondent*
- Short "a" words: *apple, ask, afternoon, ant*
- Targeted concept: "Pack" – *Each day of the week do something different related to a pack of wolves.*



# The Human Sentence



The purpose of this activity is to break down the parts of a sentence so students will have to think about and repeat each part separately. "Human Sentence" begins with a hands-on object. Select an object that you wish to work with today (or if an object is not available, use a high-interest illustration or photo from a book or picture card). For an example, we will use a stuffed rabbit.

## Check for Background Knowledge:

Ask questions about the object to build prior knowledge and find out what vocabulary the children already control surrounding this object.

## Build the Sentence:

- |  |  |
|--|--|
| 1) <b>Who (or what)</b> is this?<br>Have everyone repeat...<br>Option: Add an adjective.   | Student reply: "A rabbit."<br>"The rabbit..."<br>Ex: "The furry rabbit"  |
| 2) <b>What</b> is the ____ doing?<br>Option: <b>How</b> does the rabbit hop?<br>(Extend with adjectives and/or adverbs)<br>Have everyone repeat the sentence.... | Student reply: "The rabbit is hopping..."<br>Student reply: "quickly..."<br><br>Ex: "The furry rabbit hops quickly..." |
| 3) <b>Where</b> does the rabbit hop quickly?<br>Have everyone repeat the sentence...   | Student reply: "down the road..."<br>Ex: "The furry rabbit hops quickly down the road..."                              |
| 4) <b>When</b> does the rabbit hop quickly down the road?<br>Have everyone say the whole sentence.   | Student reply: "...in the morning."<br><br>Ex: "The furry rabbit hops quickly down the road in the morning."           |

\*If children are working on conjunctions, the questions could be changed to 1)Who? 2)What? 3)When? or Where? and 4)Why?

Adding "**Why?**" will allow you to add "because" or "so" to the sentence.

## Repeat the Sentence:

- 1) Have everyone repeat the sentence several times as a group.
- 2) **Option: Act it out to build meaning and help them remember the sentence.**
- 3) Have the students stand up and form a line.
- 4) Stand behind the students and have each one say their part. Allow wait time. Prompt individuals as needed.  
*\*Start on the left side and move to the right: left to right sequencing.*  
Student 1: "The furry rabbit"  
Student 2: "hops quickly"  
Student 3: "down the road"  
Student 4: "in the morning."
- 5) Repeat the sentence until each student can say his/her part independently.
- 6) Mix up the order of the students. Have each one now repeat his/her new part of the sentence. Do this until they all have the opportunity to repeat different parts of the sentence. *Note: If a student is struggling after many repetitions, keep them in the same spot longer and switch the others around.*
- 7) Repeat the sentence any time as a whole group or as individual children.



# The Human Sentence (Continued)

**NOTE:** The teacher is always looking for ways to extend and refine this activity. Depending on the stage of development of the students, the sentence can be simple or rich and complicated, using many adjectives, adverbs, prepositions, pronouns, clauses, and conjunctions.



## Possible Extensions:

1. Do a human poem, song, speech or story to expand, refine, and practice using more complex language patterns.
2. Write the sentence as an interactive writing activity.
3. Pair up students and have them share the pen to write the sentence.  
(PSTTWR: Pair, Share, Think, Talk, Write, Read)
4. Draw a picture of the sentence.
5. Act it out. Have each student or pair of students say the sentence while performing it for the group.
6. Write the sentence on chart paper or the white board and have students come up to point and read.
7. **Transform the sentence from the story to any or all of the following:**  
Example statement: My mom makes me yummy sandwiches for dinner.
  - a. Negative statement "My mom does not make me yummy sandwiches for dinner."
  - b. Question "Does my mom make me yummy sandwiches for dinner?"
  - c. Command "Mom, make me a yummy sandwich for dinner."
  - d. Exclamation "My mom makes me yummy sandwiches for dinner!"
8. Use the picture cards to practice the structures you purposefully put into the story.



# Chatterbox



Chatterbox is designed to get students enthusiastically chatting about concrete, hands-on objects while comparing and contrasting. This activity can also be used for the text structures of problem/solution, fact/opinion, and cause/effect.

## Selecting Objects:

- Select 2 objects that are similar and 1 that is different. *You may use more objects that are similar as long as you have at least one that is different.*
- Put the objects in a box or bag in order to reveal one at a time.
- Examples:
  - cheetah (stuffed), tiger (stuffed), dog (plastic)
  - gum, candy, bowl
  - tongs, metal nutcracker, sun glasses
  - pencil, marker, spoon



## Conversation:

- Reveal one object and have students tell you about the object. Ask what they notice, what it looks like, what they know about this object, how it's used, etc.
- Reveal another object and talk about it in-depth. Ask what is similar about the 2 objects.
- Reveal the third object in the same way and discuss in-depth. Discuss similarities if they exist.
- Discuss what is different about the three objects. If children confuse similarities and differences, clarify.
- Have the group or individuals repeat statements often, but don't overdo.
- **Encourage students to go from obvious (concrete & visible) to abstract. You may need to give examples to get them thinking in a new way or question them.** *What are they made of? How do you use these objects? Where do they live? Who uses these objects?*
- Examples of obvious sentences:
  - *That dog has a black nose.*
  - *The tongs are long.*
- Examples of abstract sentences:
  - *These animals are all mammals, but this one is an amphibian.*
  - *The bottle is made of glass, which is breakable.*



## Teacher Refines & Extends:

As students respond, guide the conversation by refining and extending their statements.

Examples:

- As students note differences or similarities between the objects, connect the two statements with a conjunction or in some other way.
  1. *"Tongs are used for grilling, **but** nutcrackers are used for cracking nuts."*
  2. *"Tigers and cheetahs are **both** meat eaters."*
- After questioning for more abstract ideas, use their response in a sentence and have them repeat.
- If a student uses a simple sentence, prompt for more by saying, "and..." or "because..." and have the student(s) add on. Then have the student(s) repeat the whole sentence.
  1. If the student says, *"The cheetah is fast,"* then you say, *"because...."* and the student says, *"because he wants to catch his prey."* Have the student or group say the whole sentence. *"The cheetah is fast because he wants to catch his prey."*

**If students give one- or two-word responses, ask them to “say it in a complete sentence,” or give a model first and have them repeat the complete sentence. You may also have everyone repeat the whole sentence.**

(School Letterhead here)

**Dear Parents,**

**We are implementing a new vocabulary development program that requires a lot of hands-on objects. We are asking that you help us by donating any of these objects listed below. If you have any of these items that would otherwise be sent to a thrift store, please bring them to our school office. Thanks so much for your generous cooperation.**

**Toys:**

**(all kinds)**

stuffed animals, baby toys, rattles, toy food, dolls (boy and girl), doll clothes, action figures, toy house things, airplanes, helicopters, trucks, cars, boats, toy bugs, toy animals, sand box toys

**Knick Knacks:** (non-breakable)

**Hobby Items:** (non-breakable)

**Clothing:** (small child) shoes, boots, sandals, socks, shirts, dresses, coats, sweaters, jackets, shorts, pants, swim wear

**Kitchen Items:** (non-breakable) dishes, silverware, Tupperware containers, towels, wash cloths, cloth napkins, pots, pans, large spoons, ladles, mixing bowls, fridge magnets, empty boxes from mixes, unopened packages or cans of food

**Jewelry:** necklaces, bracelets, rings, watches, hair items

**Sports Equipment:** trophies, rackets, balls, uniforms, sports wear

**Tapes/CD's** videos, cassette tapes, DVD's, Broken CD players, CD's

**Photo Equipment:** (no longer usable cameras)

**Tools:** hammers, screw drivers, nails, screws, power tools that no longer work, tape measures, tool belts

**Holiday Decorations** Christmas, Halloween, Valentine's Day, St. Patrick's Day, Easter, etc.

**Books:** children's books, sports magazines, animal/bird magazines or books, picture books, culture books, books about countries

**NOTE: we need books/ magazines with lots of pictures.**

(School letterhead here)

**Queridos Padres,**

**Estamos implementando un nuevo programa de enseñanza en vocabulario que requiere muchos objetos que los maestros usarán en sus enseñanzas. Si ustedes tienen algunos de estos objetos y los pueden donar, estaremos muy agradecidos por su generosidad. Favor de traerlos a la oficina lo antes posible. Muchas gracias.**

**Juguetes (todos tipos)** animales de peluche, juguetes de bebé, comidas de juguete, muñecas, figuras de acción, objetos de casas de muñecas, aviones, helicópteros, camiones, autos, botes, juguetes de insectos, juguetes de animales

**Objetos de adorno para la casa** (que no se pueden quebrar)

**Materiales para pasatiempo y trabajos a mano** (que no se pueden quebrar)

**Ropa** (de niños pequeños) zapatos, botas, calcetines, camisas, vestidos, pantalones

**Objetos de la cocina** (que no se pueden quebrar) platos, cuchillería, ollas, platones, sartenes, toallas, trapos, servilletas de tela, comida en paquetes, comida enlatada, cucharones, tazones

**Joyería** collares, pulseras, relojes, anillos, adornos de pelo

**Objetos de deportes** trofeos, pelotas, uniformes

**Cintas/CD's** videos, cintas de música, DVD's, CD's

**Cámaras** (que ya no sirven)

**Herramientas** tornillos, martillos, herramientas eléctricas que ya no sirven, clavos, cintas para medir

**Decoraciones de días feriados** La Navidad, El día de las brujas, La Pascua Florida, el Día de San Valentín, el Día de San Patricio, etc.

**Libros** Libros de niños, libros de cultura, libros de países, revistas de deportes, revistas como "Nacional Geographic", libros de animales/pájaros

**NOTA: necesitamos libros o revistas que contienen muchos dibujos o fotos.**





# Picture Drawing, Narration, and Dictation



This activity is very beneficial because it links kinesthetic activities (drawing, writing) with thinking and talking. Many parts of the brain must be working together to accomplish this activity.

Use the PSTTWR (pair, share, think, talk, write, read) model when using this strategy. **Always MODEL the activity before releasing the responsibility over to the students.**

## Students Talk About What They Will Draw:

- ⊙ Pair up the students.
- ⊙ Students talk together with their partner and decide what they will draw.
  - Students could draw something that interests them.
  - Students could draw about something you have learned together.

*Example: Have them draw about amphibians (from your current science unit).*
- ⊙ Students tell the teacher what they will draw.

## Students Draw Their Picture:

- ⊙ Give one paper (or whiteboard) and one pen to each pair of students.
- ⊙ Ask students to share the pen by taking turns to draw their picture.
- ⊙ Have students tell each other what they will draw **before** they draw it.

## Students Write A Story:

- ⊙ Have students write a story about their picture above or below their drawing. *(If there isn't room, give students a new paper.)*
- ⊙ Ask students to share the pen by taking turns writing the words to their story.
- ⊙ Their stories should be written correctly. *If students have difficulty, you write what they can't.*
- ⊙ Use correction tape to cover up mistakes then assist them in writing it correctly, as needed.

**Note: Link to something they already know when possible.**

Examples: "Hand" has the word "and" in it.

"Crown" starts like "cry."

"Stay is like the word "play."

- ⊙ Have the students reread often for meaning and clarification.

## Students Share the Sentence:

- ⊙ Have the students share their stories and pictures with the other pair.
- ⊙ Switch stories and have them read each other's stories. *You may also read the stories together as a group.*
- ⊙ Work on fluency if needed by modeling how the reading should sound and having them repeat.

# Picture Drawing, Narration, and Dictation (Cont.)



## Possible Extensions:

- 1) Choose one of the words from the students' story and do a **Diamond and Four**.
- 2) Make one of the sentences into a human sentence and have them practice the parts.
- 3) Pick a word from one of the stories and make a list of rhyming words.
- 4) Tell them they have to use a certain word in their story.

*Examples:*

*> If you have been teaching them the word "considerate," they have to use that word in their story.*

*> Tell them to use the word you have been using in message of the day – in, on, etc.*

- 5) Teach a phonics rule with one of the words in their story.
- 6) Type up their stories and make a book using their illustrations.
- 7) Have them present their stories to the principal or other important person in the school.
- 8) Write one or both of their sentences on a sentence strip, cut it up and have them work together to put it back together.
- 9) Have students draw the pictures from a story narrative after several days of practice and write their retelling, or do it together as a group.
- 10) Change the sentence into a question, negative, or exclamation.
- 11) Use watercolors or paint instead of a marker or pen.

# Sentence Stretchers

Sentence Stretchers is an activity designed to get students to use more increasingly sophisticated sentences correctly in their speech and writing. It also helps them understand sentence usage in reading. **Important: The first day you do this activity, model the entire procedure and then release the responsibility to the children on subsequent days.**

## Teacher Chooses Three Words:

- ⇒ Choose 3 words for the students to use in a sentence. (You may want to start with 2 words depending on the proficiency of the group. You can also give 4 words for a more advanced group.)
- ⇒ *At least one of the words should be a preposition, a conjunction, an adverb, or a relative pronoun forcing students to make the sentence more complex.*
- ⇒ Use words the students have already been using in other oral language activities.
- ⇒ Write the words on chart paper or the board.

## Students Construct the Sentence:

- ⇒ Pair up the students.
- ⇒ Have them talk together and negotiate the sentence they would like to write. (PSTT: PAIR, SHARE, THINK, TALK)
- ⇒ Have each pair tell you the sentence they generated. **The sentence must be grammatically correct.**
- ⇒ While you work with one pair, the other pair should continue talking and working.
- ⇒ **Examples:**

**1. so, my, mom:**

*“My mom was sad, so I gave her a hug.”*

**2. the, but, girl:**

*“The girl wanted a pet but her mom said no.”*

**3. dog, stayed, that:** (using a relative pronoun is HARDER; model well!)

*“I played with the spotted dog **that** stayed in the park.”*



## Students Write Sentences:

- ⇒ Give them one paper and one marker and ask them to share the pen to write their sentence. (PSTTWR: PAIR, SHARE, THINK, TALK, WRITE, READ)
- ⇒ The sentence should be written correctly, so monitor as needed to assist them in writing their sentence.
- ⇒ Use correction tape to cover up mistakes then help them write it correctly.

## Students Share Sentences:

- ⇒ Have the children read their sentence to the other pair.
- ⇒ Switch papers and have them read each other's sentences.
- ⇒ Give a model of how the sentence should sound when read out loud if they need to work on fluency.
- ⇒ Option: Make their sentences into a foldable book.
- ⇒ Option: If one pair finishes early, have them add on to their story or illustrate their story.



# Sequencing the Task



This activity is used to help students think critically and get them talking together, negotiating a task, and using sequencing words.

**How to teach sequencing words/phrases:** *first, next, then, after that, and finally.*

## Step 1:

- The teacher decides on a task to discuss.

Examples: *Popping popcorn*  
*Making cookies*  
*Getting dressed*

*Sharpening a pencil*  
*Sweeping the floor*  
*Making a peanut butter and jelly sandwich*

## Step 2:

- Write the sequencing words (listed above) on a paper or whiteboard for students to refer to.

## Step 3:

- The teacher uses pictures, a book, or real objects to tell the task to students using the sequencing words.

## Step 4:

- As you tell the task, over-emphasize and point to the sequencing words as you use them.
- Always do the task first, and then talk about how you did it.

## Step 5:

- Students tell the task in order using the sequencing words. They may tell individually or as a group.

## Step 6:

- Have the students write the sequencing words on paper.
- Ask students to say the words slowly as they write them so they can hear the sounds.
- Give feedback or clarification where needed.

## Step 7:

- Ask students to read the sequencing words as they point.



## Possible Extensions:

- 1) Write the steps to the task as an interactive writing. Underline the sequencing words.
- 2) Have students write the steps using the sequencing words in pairs or individually.
- 3) Teach the task using ordinal numbers: first, second, third, fourth, fifth, ...

- 4) The teacher does the task again while the students give instructions.
- 5) Have students work with a partner to do the task. One gives instructions, the other does the task.



# Sorting Sack

The purpose of this activity is to develop critical thinking and analytical skills to sort objects into groups or categories.

## Teacher collects objects

→ Choose several objects that have things in common and different characteristics.

## Students talk together

→ Students negotiate and decide how they will sort or categorize the objects.

→ Students come to a consensus together on how they will sort the objects.

## Students sort objects

→ Students sort the objects into groups or categories.

→ Students talk about why they grouped the objects the way they did.



## Teacher serves as discussion leader (before, during, and after):

- “How would you sort these objects?” (Before)
- “Do you agree or disagree? Why?” Allow each student to respond. (Before)
- “What about...?” Point out a certain characteristic: color, size, material, uses (During)
- “Why would it be best to put it there?” (During)
- “Why did you put this object in this pile? (After)
- “What could you add to your pile that’s not here? (After)

## Possible teacher prompts to expand sentences:

Because...	To...
If...	Although...
And...	But...
With...	That...



## Ideas For Sorting Sack:

Buttons  
Shells  
Small toy animals  
Toy insects/spiders  
Pictures from ads  
Plastic items (fruits, vegetables, etc.)  
Clothing

Tools  
Sports/Camping items  
Seeds  
Craft materials  
Math manipulatives  
Classroom tools  
Kitchen items

## Possible Extensions:

→ Use a Venn Diagram (or other graphic organizer) to show how the objects were sorted.

→ Give each sorting group a title and make a list of the objects in each group.

→ Write/Act out a story using some of the objects (Ex: Write a camping story if you sorted camping supplies.)

→ Read a book about the objects you want them to sort. (Ex: Read a book about the ocean if sorting shells.)





# Beating Around The Bush (Circumlocution)



Sometimes the right word is on the tip of our tongues, but we can't quite think of it, so we give our audience clues in the hope that they will supply us with the word. This skill of "hunting" for the words or phrases we do not know or cannot remember is called "circumlocution." *Beating Around the Bush* helps students to develop this important skill by using descriptive words and phrases, and by asking questions and giving clues to guess an object.

Before you begin this activity, put an object in a box or bag to hide it.

## Ways to Use This Strategy:

### 1) Students ask Questions

☺ Students ask **yes** and **no** questions about what the object might be.

Examples: *Is it an animal?*  
*Is it made out of wood?*  
*Do you eat it?*

☺ Teacher responds in complete sentences.

Examples: *No, it is not an animal*  
*Yes, it is made of wood.*  
*Yes, you can eat it.*

☺ Students keep asking questions and teacher responds until students guess the object.



### 2) Teacher Gives Clues

☺ Teacher gives one clue at a time about the object (see next page for clue ideas).

☺ Students try to guess what it might be by asking questions.

Examples: *Is it a horse?*  
*Is it a person?*  
*Does it eat insects?*

☺ Teacher responds to student's guesses.

Examples: *No, it is not a horse.*  
*Yes, it is a person.*  
*No, it doesn't eat insects.*

☺ Teacher and students go back and forth giving clues and making guesses until the students guess the object.

**Always model correct grammar and have students use complete sentences. Repeat some phrases individually or as a group.**

**Link to literacy whenever appropriate (read or write about the mystery object).**

**After students get used to this strategy, trade roles and have a student be in charge. They get to give the clues or answer the questions about the object.**



# Beating Around The Bush (Cont.)



## Possible phrases/ clues.

It is a thing for...  
It is a thing that...  
This is a person that...  
This is an animal that...  
It is a place that...  
When you...it...  
They are people that...  
It is a machine used to...  
It is a utensil used to...  
It is something used for...  
It is a vehicle used to...  
It is an animal that lives in...  
It is a plant that grows in...

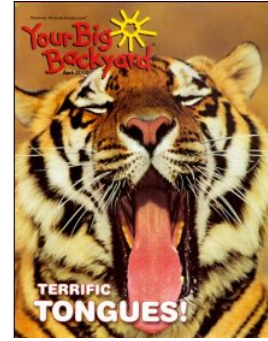
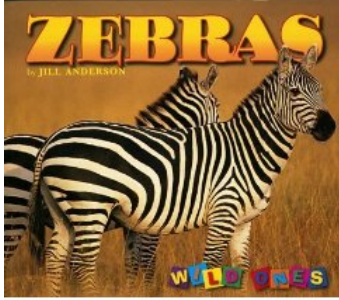
It is something that...  
It is clothing used for...  
It is shaped like a *circle*...  
It is like...  
It is an object that...  
It is a building where...  
It moves like...  
It is a food...  
It tastes like...  
It is a tool used for...  
We need it to...  
It's what we do in the...  
Sometimes you...

## Possible Questions:

Is it a...?  
Does it have...?  
Does it eat...?  
Does it taste like...?  
Does it grow on...?  
Is it a fruit?  
Is it a person?  
Is it a place?  
Can you eat it?  
Is it easy to pick up?

Is it a real thing?  
Is it heavy?  
Is it light?  
Can you use it to...?  
Is it shaped like...?  
Do you wear it on...?  
Is it an animal?  
Can you buy it at...?  
Does it live in the...?  
Is it found in...?

# Contextualized Conversations



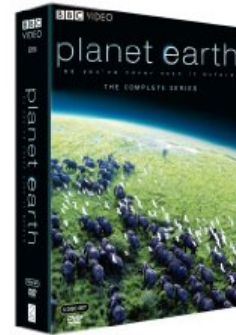
Using what is familiar to the students to help them understand new or unfamiliar information.

## Select Your Text

- Choose a nonfiction (expository) text to read...**OR**...
- Choose an expository passage to read (article, magazine, etc.)...**OR**...
- Choose a non-fiction video to view.

## Assess Prior Knowledge (before reading)

- Assess prior knowledge about the subject you are discussing:
  - Children's concepts, beliefs, expectations, ways of processing
  - Virtually everything from past experiences that is used in making sense of experiences
- Questioning examples to assess prior knowledge:
  - What is happening in this picture?
  - Tell me more about it.
  - Why is the mother around her baby?
  - Does this picture frighten you? Why?
- **You may write their responses on chart paper.**
- If background knowledge is limited, build the schema for them.



## Students Read Text OR Teacher Reads Text

- Aid in students' comprehension of text as you read. **Stop and talk often.**
- Clarify students' ideas and concepts.
- Use different types of contextualization:
  - Physical Action – Facial expressions, intonation of voice, gestures
  - Visuals – pictures (from the text or other source), manipulatives
  - Connections - to what is familiar

*Text to Text*

*Text to Self*

*Text to World*



# Decontextualized Conversations



Summarizing information that is new to students. Your focus should be on content and vocabulary.

## **Before Reading:**

1. Select a passage of text.
2. If students will be reading independently, the teacher introduces text the same way as he/she would for

### ***Guided Reading.***

- a. Introduce new vocabulary and have them find them in text.
  - b. Discuss meaning of new vocabulary.
  - c. Repeat difficult sentence structures.
  - d. Connect new vocabulary with something familiar to students.
3. Give students a clear focus for reading.

*Example: "After reading this page, tell me what the word 'hibernate' means."*

## **During Reading:**

1. Students read text (or teacher reads with them or to them).
2. Stop often as you read to have meaningful dialogue **with** students.
3. Ask any of the *Information Processing Questions*. (See pages 69, 70)
4. Encourage complete sentences.
5. Clarify and elaborate responses as necessary.
6. Write key words on the board.

## **After Reading:**

1. Ask any of the *Information Processing Questions*.
2. Revisit your focus for reading at the end of the lesson. ("*hibernate*")
3. Clarify any misconceptions they have.
4. Write a summary of the reading with the students. Model well how to do this.
  - Do "To and With" with lower grade students.
  - Do "To, With, and By" with upper grade students. This takes months of practice before students become independent.
  - Goal: You want upper grade students to become independent at writing summaries by the end of the school year.

# Information Processing

## Intrapersonal Inquiry – Going a Little Deeper



### Ask any of the following Questions:

What do you **know** for sure after reading/discussing...?

What is the **most important thing** you learned about...?

What were you **thinking** while I was reading/discussing...?

What were you **feeling** while reading/discussing...?

Tell me the **most important question** you have after reading/discussing...?

What do you know that is **like this**?

How does this apply/relate to an experience you've had in your **own life**?

Did we **overlook** anything?

What does the statement “\_\_\_\_\_” mean to you?

- Choose a meaningful statement from the text.
- It could be a simile, metaphor, riddle, emotionally charged passage, etc.
  - *Example:* What does the statement “*Cat got your tongue?*” mean to you?





# Information Processing

## Extrapersonal Inquiry – Literal Questions

### Ask any of the following Questions:

**What is a/an...?**

**Where does/do...?**

**How does/do...?**

**When does/do...?**

**Why does/do...?**



**What is a/an...**

Examples:

What is a baby horse called?

Where do horses live?

How do horses keep warm?

When do horses have their babies?

Why do horses rear back?

What is a mare?



### Additional Ideas:

- Pair/Share writing a summary of the text.
- Allow students to take turns and share information they learned from the pictures in the book, article, passage, or DVD.
- Pair up students and ask them to take turns sharing what they learned.
- Choose a theme of study (such as lions or amphibians) and spend several days on that subject.
- Write reports with the students step-by-step.
- Make a group book or class book.
- Incorporate the theme into many parts of the ORACY lesson.
- Expose the students to the same information for many days. Give **many** opportunities for **repetition**.

# CLOZE Procedure

This activity helps students:

- ✓ Self-monitor while reading.
- ✓ Use analytical and critical thinking.
- ✓ Activate their knowledge of a subject.



## Making your own CLOZE:

- Teacher selects a non-fiction text (book, article, etc.)
- Type the first sentence the way it appears in the text.
- Beginning with the next sentence, leave every FIFTH word blank.
- Type the last sentence the way it appears in the text.

## How to do the CLOZE:

- Teacher has a conversation with students about the text.
- Group reads text together or individually.
- Teacher asks questions to stimulate higher-order thinking.
- Students read entire passage several times.
- Students are given the CLOZE and asked to fill in the blanks.
- Pair up students and have them work together to fill in the blanks (PSTTRW - pair, share, think, talk, read, write).
- They may also complete the CLOZE individually.
- Teacher prompts if students get stuck.
- Students should try to do the CLOZE without looking at text, but allow them to refer to text when necessary.
- Students read completed passage to the teacher and to each other.





# Line-By-Line Protocol

The purpose of this activity is to develop **FLUENCY** while reading poems:

- Rate (Speed)
- Accuracy
- Prosody (Expression)
- Smoothness



## Teacher Creates a Poem

1. Prepare sentences about a topic beforehand.
2. Type or write each line in large print.
3. All lines should be aligned on the left margin.
4. The first line has the subject only (“The spider”).
5. The next several lines are one-line sentences about the subject.
6. The last sentence should be a more complex sentence to challenge students.

Example of poem:



The spider  
The spider is making a web.  
The spider has two fangs.  
The spider has eight legs.  
The spider has eight eyes.  
The spider has a stinger  
and a web to trap insects.



## Read the Poem Together

1. Show the first line only. (Cover the other lines up with paper.)
2. **The teacher models each line before the children repeat.**
3. Say and repeat the first line.
4. Show the next line and practice it.
5. Go back and say the first two lines together fluently. Teacher models first then children repeat.
6. Add a new line each time repeating all the lines read so far until all lines have been added.
7. Reread until the reading sounds fluent.

## Possible Extensions

- Write a poem together as a group.
- Do a picture drawing to illustrate your poem.
- Make your poem into a book (with one line on each page of the book), allowing a pair of kids to write each line and illustrate. This could take a few days.
- Have the children “perform” the poem for the principal or another class.
- Have the children act out the poem, working on oral fluency away from the print.
- Transform all the sentences in your poem to questions, commands, negatives, or exclamations.

# Additional ORACY Instructional Activities

## (Whole Class or Oracy Group)



1. **Read-Alouds:** Read aloud to children and talk about ideas; make sense of decontextualized language and text.
2. **Knee-to-Knee Narratives:** Story retellings. *Set an evident, meaningful purpose.*  
**Word of the Day - Antonyms:** Help children discover antonyms. Use antonyms in sentences and ask children to tell you what the words mean. Then clarify meanings.

### Examples:

#### *ordinary/exceptional*

It is going to be an *ordinary* day.

It's going to be an *exceptional* day.

#### *straightforward/surreptitious*

The man responded in a *straightforward* manner.

The man responded in a *surreptitious* manner.

Use these terms for several days in different contexts. Let students work together using PAIR, SHARE, THINK, TALK, WRITE, READ (PSTTDWR) to write sentences using the antonyms.

### Examples:

Today is an *exceptional* day because we are able to read new books.

It is an *ordinary* day because nothing too exciting happened.



3. **Oracy Instructional Charts – “Talking Points:”** Do guided reading using children’s dictated responses, expanding and refining them. Develop a written chart to scaffold the development of basic and higher text processing strategies while learning to talk, read, and write like an author.
4. **Shared/Independent Reading, Writing, Viewing or Listening:** Set evident, meaningful purposes and talk before, during, (when appropriate), and afterwards.
5. **Shared/Independent Drawing:** Set purpose(s) and talk before, during (when appropriate) and afterwards. Narrate statements and write captions for pictures. Develop “Little Books” for Guided/Shared/Independent Reading.
6. **Manipulatives/Puzzles:** PAIR, SHARE, THINK, TALK (PPTT). The purpose is to have two-way conversations to develop problem-solving skills.
7. **Craft/Cultural Activities:** Engage your ORACY group in a craft or cultural activity that gets them to collaborate together on a project. Have them PAIR, SHARE, THINK, TALK, WRITE, READ (PSTTDWR) together. This is a great way to teach our holiday culture to students prior to celebrating the holidays.

# Partnering with Parents

Teachers trained in *Linking Language, Literacy, and Learning Behaviors* can and should partner with parents to boost language development in the home as well as the school. Most parents who themselves were raised with low development in language skills want to help their children...they simply don't know how.

Many schools are striving to bring the community into their schools in an effort to inform parents, seek parental support, and build a spirit of unified community. Schools often have community events in schools such as Math Night and Reading Night. We suggest having a Language Night, where teachers can train parents to participate with their children using ORACY methods to develop, extend, and refine language development at home. **This can be done in any primary language spoken at home, since the benefits of reducing language impoverishment are manifested regardless of the language used.**

When conducting a Language Night to train parents, providing interpreters in the predominant first language of the community is KEY to success.

Training parents in a few ORACY methods requires specific examples of **what** they can do, **how** they can do it, and **why** they should do it. Dr. Gentile recommends sharing with parents the four methods explained below.

## Parents and Children with Meaningful Conversations

**What:** Have meaningful conversation with child about what you are doing at home (wash dishes, cook, work on car, clean garage, etc.)

**How:** Key elements to engage children in meaningful conversations:

- Listen, wait for children to respond...not interrupt
- Look at child face-to-face
- Pay close attention to what child is saying
- Show understanding and empathy
- Invite child to say more
  - Tell me more
  - That's interesting. I did not know that. Can you say more about it?
- Restate what child said
  - Expand or add to their responses using different words, clarify



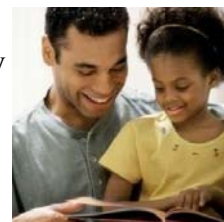
**Why:** Learning how to restate what children say, expanding or adding to their responses, and using different words to clarify or brighten a conversation is at the heart of helping children interact with teachers and instructional materials in school.

## Parents and Children with Story Reconstruction and Narrative

**What:** Develop ability to look at 3 or 4 pictures, put in order to tell a story

**How:** Cut out pictures from magazines, newspaper (comics)

- Tell story about pictures
- Have child tell story using pictures
  - String a line of twine/rope across an area
  - Have child clothes pin story to twine in sequence while telling story



**Why:** Lays foundation for learning how to organize information using language and pictures to tell a story, talk about what they learned.

# Parents and Children with Picture Drawing and Narration

**What:** Motivate children to draw either independently or by sharing drawing

**How:** Draw with child, talk about it while drawing, write a statement about drawing after it is done.

**Why:** Encourages child to talk.

- Develops child's ability to look, see, listen, coordinate hand-eye movements
- Child learns to communicate thoughts, feelings, and intentions.
- Teaches child how to divide attention, do two tasks at once.
- Supports concentration and focus

**Modification:** Assemble a puzzle together while talking



## Parents and Children with Information Processing and Critical Dialogue

**What:** Watch portions of informational videos or T.V. programs and interact with child to develop meaningful conversation.

**How:** Ask child questions about viewed segment

- Who? What? When? Where? How? Why?
- Open-ended questions
  - Tell me one important thing you learned...
  - Tell me what you were feeling... (student *should* be feeling something while learning expository information...model what *you* were feeling)
  - Tell me what you were thinking...
  - Tell me the most important question you have...
  - Tell me about something or someone you know like...

**Why:** Promotes:

- Vocabulary skills, ability to talk about content material
- Develops comprehension skills
- Learns how to identify important facts and main ideas and be able to retrieve information
- Learns how to analyze information
- Learns how to interpret information
- Learns how to summarize information
- Makes connections between what they are learning and their personal lives
- Helps clarify, confirm, or refute what they know
- Has the power to transform language and behavior



## ***Linking Language, Literacy, and Learning Behaviors*** **as a Plan For English Language Development**

All students designated as English Language Learners are entitled by Civil Rights Law to receive English Language Development (ELD) instruction as a ***supplement*** to the regular curriculum. This ELD instruction does **not** “stand alone” or ***supplant*** regular instruction. As such, it should include **oral language development** and extra support with **English language forms and functions (grammar), as well as development of academic language in the content areas of science, social studies, math, etc.** In addition, ELD instruction should include development in the five areas of focus from the National Reading Panel, which are:

- Phonemic Awareness
- Phonics
- Vocabulary Development
- Fluency
- Reading Comprehension Strategies

## **Support for Utah K-6 Language Arts Core Curriculum and English Grammar Forms and Functions**

When a teacher conducts an ORACY group session, decisions for ***linking into literacy*** should be made ***in collaboration*** with grade level teams to support ***what is currently being taught*** in Reading and Language Arts in the regular classroom. The following section of this binder contains key areas from the Utah State K-6 Reading and Language Arts Core Curriculum to help ORACY instructors decide on a focus for linking into literacy when collaborating with grade level teams. Key items in this binder from the State Core are not labeled according to grade level, since English Language Learners (ELLs) should receive help according to their ***English needs and proficiency levels*** and **not** according to grade levels. As an additional resource, a section on English Grammar forms and functions is also included. Teachers can also easily access lists by “Googling” the topic on the Internet. Example: Google “*list of irregular plurals.*”

## **Content Area Support**

ORACY teachers should also collaborate with grade level teams to support the academic language of **math, science, social studies, health, and technology curricula** with expository texts and activities. Ideally, this support should come a week or two before teachers launch new content units to ***build foundational background knowledge*** before ELL students are exposed to the information in regular classrooms. Building background knowledge can be done using Contextualized Conversations, De-contextualized Conversations, Information Processing and Critical Dialogue, and modifying any of the ORACY methods and techniques (see Table of Contents).

# English Language Development That Supports Utah Core Curriculum

**Linking Language, Literacy, and Learning Behaviors** includes supporting Utah Language Arts Core Curriculum. ORACY instructors should make every attempt to support the Core Curriculum in both portions of an ORACY session, including oral language development and the link into literacy. The following pages contain key components of the core curriculum, lists of concepts, forms and functions of English, and grammar rules as a resource to teachers when deciding how their ORACY instruction can support the *English Language Development* of their students.

Utah Language Arts Core Curriculum Support:	
Oral Language	<ul style="list-style-type: none"> <li>• Distinguish between fiction and non-fiction.</li> <li>• Identify purposes for viewing media (main idea, details).</li> <li>• Speak using complex sentences with appropriate subject-verb agreement.</li> <li>• Speak clearly and audibly, elaborate or extend responses.</li> <li>• Recount stories, recite selections, and give presentations.</li> <li>• Provide opportunities for students to speak in their native language.</li> </ul>
Concepts of Print	<ul style="list-style-type: none"> <li>• Show the sequence and directionality of print (left to right, top to bottom, return sweep).</li> <li>• Identify messages in common environmental print (signs, boxes, wrappers).</li> <li>• Match oral words to printed words while reading.</li> <li>• Identify punctuation (periods, question marks, exclamation points).</li> <li>• Locate author, illustrator, and title of book.</li> </ul>
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> <li>• Count the number of syllables in a word.</li> <li>• Identify rhyming words.</li> </ul> <p style="text-align: center;"><b>Phonemic Awareness</b></p> <ol style="list-style-type: none"> <li>1) Phoneme isolation: which requires recognizing the individual sounds in words, example, "Tell me the first sound you hear in the word "paste" (/p/).</li> <li>2) Phoneme identity: which requires recognizing the common sound in different words, for example, "Tell me the sound that is the same in bike, boy and bell" (/b/).</li> <li>3) Phoneme substitution: in which one can turn a word (such as "cat") into another (such as "hat") by substituting one phoneme (such as /h/) for another (/c/). Phoneme substitution can take place for initial sounds (cat-hat), middle sounds (cat-cut) or ending sounds (cat-can).</li> <li>4) Oral segmenting: The teacher says a word, for example, "ball," and students say the individual sounds, /b/, / /, and /l/. <i>I call this "rubber banding," or stretching out the word.</i></li> <li>5) Oral blending: The teacher says each sound, for example, "/b/, / /, /l/" and students respond with the word, "ball."</li> <li>6) Sound deletion: The teacher says word, for example, "bill," has students repeat it, and then instructs students to repeat the word without a sound.</li> <li>7) Onset-rime manipulation: which requires isolation, identification, segmentation, blending, or deletion of onsets (the single consonant or blend that precedes the vowel and following consonants), for example, j-ump, st-op, str-ong.</li> </ol> <ul style="list-style-type: none"> <li>• Identify words belonging to word families or chunks (ake, ate, ug, ip, ack, est, ill, ing, ock, ump, ain, oke, etc.)</li> <li>• Identify and pronounce digraphs (sh, ch, th, ph, wh, gh, gn, kn, ph, wr) and end digraphs (ck, tch, dge, ng, ph, gh)</li> <li>• Identify and pronounce blends (bl, cl, pl, br, dr, gr, tr, cr, fr, gl, sl, sn, sp, st, sw, sc, sk, sm, scr, squ, str, thr, spr, spl, sch, tw)</li> <li>• Identify and pronounce consonant clusters (ct, ft, lp, lt, mp, nd, nk, pt, rd, rk, sk, sp, st)</li> <li>• Identify and pronounce diphthongs (oi, oy, aw, au).</li> <li>• Identify and pronounce sounds for short and long vowels using patterns (vc, vcv, cvc, cvvc, cvcv, cvc).</li> <li>• Identify and pronounce r-controlled vowels (ar, or, er)</li> <li>• Identify and pronounce words containing consonant letters with no sounds (examples: light, kneel, knot, knife, crumb, thumb, lamb, climb, comb, sign, reign, design, castle, catch, kitchen, listen, often, Wednesday, what, where, calf, half, chalk, autumn, hymn, aisle, island, answer, two, sword, write, wrist, ghost, cough, laugh, night, neighbor, etc.)</li> </ul>



## Utah Language Arts Core Curriculum Support:

Phonics and Spelling	<ul style="list-style-type: none"> <li>• Instruct so students identify letter sounds and blending for decoding and spelling purposes.</li> <li>• Provide experiences in making words, word sorts, and studying word walls.</li> <li>• Provide instruction and application in analyzing word parts (word chunks, prefixes, suffixes, roots, syllables).</li> <li>• Provide strategies to read and spell unknown words.</li> <li>• Provide sound-by-sound dictation (teacher says, “b-i-g,” student writes “big” and word-by-word dictation (teachers says, “The bird made a nest.”...and student writes, “The bird made a nest.”).</li> <li>• Provide explicit instruction with spelling patterns.</li> <li>• Teach commonly misspelled words.</li> <li>• Teach proofreading as an application of spelling knowledge.</li> <li>• Identify and read grade level contractions (don’t I’d, we’ll) and compound words (birthday, rainbow, etc.).</li> <li>• Learn the spelling of irregular and difficult words.</li> <li>• Use knowledge about spelling to predict the spelling of new words.</li> <li>• Identify words with Greek and Latin roots.</li> <li>• Provide spelling support in written work.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>• Ability to read a text accurately, quickly, and expressively with appropriate phrasing and intonation.</li> <li>• Develop automaticity with word identification skills to aid in comprehension of text.</li> <li>• Provide practice through echo reading, choral reading, readers’ theater, shared reading, paired reading.</li> <li>• Provide students with models of fluent reading during read alouds and guided reading lessons.</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>• Provide explicit instruction on content-specific vocabulary (photosynthesis, ecosystems, predators etc).</li> <li>• Read from a variety of genres to expand vocabulary.</li> <li>• Provide instruction in high frequency words</li> <li>• Provide access to resource materials (dictionary, thesaurus, encyclopedia).</li> <li>• Provide direct instruction on grammatical features and idioms (cat got your tongue, taste of your own medicine, chip off the old block, etc.).</li> <li>• Allow for additional experiences and practice with vocabulary.</li> <li>• Provide visual and kinesthetic experiences with vocabulary.</li> <li>• Use context clues to determine the meaning of similes, metaphors, idioms, proverbs, clichés, literary expressions, synonyms, antonyms, homonyms, and multiple-meaning words.</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>• Activate prior knowledge.</li> <li>• Build background by taking into account prior knowledge and scaffold to new knowledge.</li> <li>• Determine importance and main ideas.</li> <li>• Predict, infer, question, monitor, clarify, retell, summarize text.</li> <li>• Identify text structures such as fact/opinion, compare/contrast, problem/solution, cause/effect, chronological order, sequence, and descriptive.</li> <li>• Provide identification of and understanding of text features including headings, subheadings, graphics, captions, charts, diagrams, lists, etc.</li> <li>• Make connections to schema (text to self, text to text, text to world).</li> <li>• Identify story elements of beginning, middle, end, characters, setting, sequence of events, problem, resolution.</li> <li>• Provide instruction with higher order thinking skills.</li> <li>• Identify purpose for reading.</li> <li>• Identify author’s purpose.</li> <li>• Identify theme/topic/main ideas from text; note details.</li> <li>• Compare and contrast elements of different genres (fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths, and legends).</li> <li>• Locate facts from a variety of informational texts such as newspapers, magazines, textbooks, biographies, Internet, etc.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Teach writing as a process (pre-write, draft, revise, edit, publish/share).</li> <li>• Confer with students, validating strengths and teaching skills at point of need.</li> <li>• Write in different genres for different purposes.</li> <li>• Provide practice in formulating letters and words with manuscript and cursive handwriting.</li> <li>• Develop Six Traits +1 of writing.</li> <li>• Encourage students to use graphic organizers to organize and plan their writing.</li> <li>• Edit for subject-verb agreement, verb tense, irregular verbs, comparatives, superlatives, and pronouns.</li> </ul>



## Utah Language Arts Core Curriculum Support:

- Edit for margins, indentations, and titles.
- Write ABC books, narrative, expository, friendly notes, letters, write to persuade.
- Incorporate illustrations, photos, charts, diagrams, and/or graphs to add meaning.

# English Grammar, Forms and Functions

When linking into literacy, teachers have the perfect opportunity to teach Language Arts mini-lessons. Whenever possible, teachers should take those mini-lessons from the conversation portion of ORACY group interactions. Below is a list of some common English Grammar and English forms with their functions. This list is provided as an aid to teachers when deciding what focus they will have for the linking into literacy portion of their ORACY lesson. The teacher can find lists of these forms and functions by quickly searching for them on the internet. (Example: Google *list of irregular plurals*.)

Grammar/Forms:	How they function in some examples:
“wh” questions (and <i>how</i> )	<i>Who, what, when, which, why, where, how</i>
Adjectives: Describe nouns (see nouns)	The <i>black</i> dog jumped over the <i>tall</i> fence to run up the <i>steep</i> hill.
Adverbial clauses (see pg. 49) after, since, before, until...	She made breakfast <i>after</i> doing her chores. He has been afraid <i>since</i> last night.
Adverbs (too/very/so/always)	Grandma <i>always</i> makes cookies. She is <i>very</i> nice. He is <i>so</i> cute. It is <i>too</i> hard.
Adverbs: Describe verbs (see verbs)	She ran <i>quickly</i> . Tom kicked <i>hard</i> . Alicia sang <i>sweetly</i> .
Articles: a, an, the	<i>a</i> peach <i>an</i> apple <i>the</i> dog
Comparatives: big, bigger, biggest	<i>Fast, faster, fastest small, smaller, smallest quiet, quieter, quietest</i>
Compounds	<i>Airplane, birthday, chairman, doorknob, eyebrow, fireman, grandma, haircut</i>
Conjunctions: Joining or linking words And, but, so, until, because, or, yet (see pg. 48)	We need to wash the dishes <i>and</i> sweep the floor Children go to school <i>because</i> they need to learn.
Contractions: don't, I'm, he's, we've, who'd	<i>Who'd</i> like some ice cream? <i>I'm</i> a proud mom. <i>Don't</i> take that pencil.
Modals (can/may)	<i>May</i> I sharpen my pencil? <i>I can</i> draw a picture
Modals (ought to/ would rather	<i>I ought to</i> do my homework. He <i>would rather</i> be playing football.
Nouns: people, places, things	<i>President Obama Washington, D.C. White House</i>
Past tense verbs (“ed” words)	<i>Jumped, walked opened (irregular) ran saw did</i>
Plurals (regular)	<i>Books, boxes, ships, girls</i>
Plurals (irregular)	<i>Child/Children, tooth/teeth, deer/deer, mouse/mice</i>
Plurals (y to i, then add es)	<i>Baby/babies, party/parties, cavity/ cavities</i>
Possessives (plural)	<i>Boys' marbles children's books countries' treaties</i>
Possessives: singular (apostrophe 's')	<i>Friend's dog Sue's coat Teacher's rules</i>
Prepositions: about, over, from, since (see pg. 48)	We know <i>about</i> the secret. Tom lives <i>down</i> the lane.
Present progressive verbs (“ing” words)	<i>Acting walking running opening</i>
Pronouns: Used to refer to a noun... I, you, he, she, we, they, ours, theirs, mine, its, them, they	<i>I</i> will go with <i>her</i> and help <i>her</i> carry the box for <i>us</i> .
Relative Pronouns (see pg. 50) that, which, who, whom...	There is the dog <i>that</i> dug the hole. She is the teacher <i>who</i> taught us art.
Verbs: describe mental or physical actions	She <i>ran</i> Tom <i>kicked</i> Alicia <i>sang</i>
Quotations Pay attention to capital letters and commas in the following examples that illustrate the proper way to write with quotations: Pay attention to punctuation for question marks and exclamation points as well.	"Could everyone sit down please," said the teacher. Jamie said, "I like you." "I wonder," she said quietly, "whether people will ever truly understand each other." "Do you understand?" asked Nathan. "I don't understand!" shouted Nathan. Nathan shouted, "I don't understand!" When Alexander Dumas completed his sequel to 'The Three Musketeers', he sent the manuscript to his publishers.

In addition to the grammar, forms and functions, ORACY instructors must take every opportunity to help students review and refine skills in using legible handwriting (manuscript or cursive), writing complete sentences, paragraph formation, capitalization rules, and proper punctuation. **Immediate feedback** while students are writing in an ORACY session is a powerful way to help students solidify their knowledge and understanding of writing in English.

The following pages contain the most common rules for **capitalization** and **commas**.

## THE FOLLOWING ARE THE MOST COMMON RULES FOR CAPITALIZATION:

- Rule 1.** Capitalize the first letter of the first word in a sentence. Example: The brown cat is hungry. Reading is fun!
- Rule 2.** Capitalize the first word of a quoted sentence.  
Examples: He said, "Treat her as you would your own daughter." "Look out!" she screamed. "You almost hit me!"
- Rule 3.** Capitalize a proper noun. This includes days of the week and months of the year. Example: Golden Gate Bridge  
Monday, Tuesday, Wednesday, etc. January, February, March, etc.
- Rule 4.** Capitalize a person's title when it precedes the name. Do not capitalize when the title is acting as a description following the name. Examples: Chairperson Petrov Ms. Petrov, the chairperson, will address us at noon.
- Rule 5.** Capitalize the person's title when it follows the name on the address or signature line.  
Example: Sincerely, Ms. Haines, Chairperson
- Rule 6.** Capitalize the titles of high-ranking government officials when used with or before their names. Do not capitalize the civil title if it is used instead of the name.  
Examples: The president will address Congress. All senators are expected to attend.  
The governors, lieutenant governors, and attorneys general called for a special task force.  
Governor Fortinbrass, Lieutenant Governor Poppins, Attorney General Dalloway, and Senator James will attend.
- Rule 7.** Capitalize any title when used as a direct address. Example: Will you take my temperature, Doctor?
- Rule 8.** Capitalize points of the compass only when they refer to specific regions.  
Examples: We have had three relatives visit from the South. Go south three blocks and then turn left. We live in the southeast part of town. Southeast is just an adjective here describing a *section*, so it shouldn't be capitalized.
- Rule 9.** Always capitalize the first and last words of titles of publications regardless of their parts of speech. Capitalize other words within titles, including the short verb forms Is, Are, and Be. Exception: Do not capitalize little words within titles such as a, an, the, but, as, if, and, or, nor, or prepositions, regardless of their length.  
Examples: The Day of the Jackal Secret of the Andes A Tale of Two Cities
- Rule 10.** Capitalize federal or state when used as part of an official agency name or in government documents where these terms represent an official name. If they are being used as general terms, you may use lowercase letters.  
Examples: The state has evidence to the contrary. That is a federal offense.  
The State Board of Equalization collects sales taxes. We will visit three states during our summer vacation.  
The Federal Bureau of Investigation has been subject to much scrutiny and criticism lately.  
Her business must comply with all county, state, and federal laws.
- Rule 11.** You may capitalize words such as department, bureau, and office if you have prepared your text in the following way:  
Examples: The Bureau of Land Management (Bureau) has some jurisdiction over Indian lands. The Bureau is finding its administrative role to be challenging.
- Rule 12.** Do not capitalize names of seasons. Example: I love autumn colors and spring flowers.
- Rule 13.** Capitalize the first word of a salutation and the first word of a complimentary close.  
Examples: Dear Ms. Mohamed: My dear Mr. Sanchez: Very truly yours,
- Rule 14.** Capitalize words derived from proper nouns. Example: I must take English and math.  
English is capitalized because it comes from the proper noun England, but math does not come from Mathland.
- Rule 15.** Capitalize the names of specific course titles. Example: I must take history and Algebra 2.
- Rule 16.** After a sentence ending with a colon, do not capitalize the first word if it begins a list.  
Example: These are my favorite foods: chocolate cake, spaghetti, and artichokes.
- Rule 17.** Do not capitalize when only one sentence follows a sentence ending with a colon.  
Example: I love Jane Smiley's writing: her book, A Thousand Acres, was beautiful.
- Rule 18.** Capitalize when two or more sentences follow a sentence ending with a colon.  
Example: I love Jane Smiley's writing: Her book, A Thousand Acres,...

## THE FOLLOWING TWO PAGES CONTAIN THE MOST COMMON RULES FOR USING COMMAS:

- Rule 1.** To avoid confusion, use commas to separate words and word groups with a series of three or more.  
Example: My \$10 million estate is to be split among my husband, daughter, son, and nephew. Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate.
- Rule 2.** Use a comma to separate two adjectives when the word and can be inserted between them.  
Examples: He is a strong, healthy man. We stayed at an expensive summer resort. You would not say expensive and summer resort, so no comma.
- Rule 3.** Use a comma when an -ly adjective is used with other adjectives.  
NOTE: To test whether an -ly word is an adjective, see if it can be used alone with the noun. If it can, use the comma.  
Examples: Felix was a lonely, young boy.  
I get headaches in brightly lit rooms. Brightly is not an adjective because it cannot be used alone with rooms; therefore, no comma is used between brightly and lit.
- Rule 4.** Use commas before or surrounding the name or title of a person directly addressed.  
Examples: Will you, Aisha, do that assignment for me? Yes, Doctor, I will.  
NOTE: Capitalize a title when directly addressing someone.
- Rule 5a.** Use a comma to separate the day of the month from the year and after the year.  
Example: Kathleen met her husband on December 5, 2003, in Mill Valley, California.
- Rule 5b.** If any part of the date is omitted, leave out the comma. Example: They met in December 2003 in Mill Valley.
- Rule 6.** Use a comma to separate the city from the state and after the state in a document. If you use the two-letter capitalized form of a state in a document, you do not need a comma after the state.  
NOTE: With addresses on envelopes mailed via the post office, do not use any punctuation.  
Example: I lived in San Francisco, California, for 20 years. I lived in San Francisco, CA for 20 years.
- Rule 7.** Use commas to surround degrees or titles used with names. Commas are no longer required around Jr. and Sr. Commas never set off II, III, and so forth.  
Example: Al Mooney, M.D., knew Sam Sunny Jr. and Charles Starr III.
- Rule 8.** Use commas to set off expressions that interrupt sentence flow.  
Example: I am, as you have probably noticed, very nervous about this.
- Rule 9.** When starting a sentence with a weak clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause. Examples: If you are not sure about this, let me know now.  
Let me know now if you are not sure about this.
- Rule 10.** Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional. Examples: To apply for this job, you must have previous experience.  
On February 14 many couples give each other candy or flowers.  
OR On February 14, many couples give each other candy or flowers.
- Rule 11.** If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas. Examples: Freddy, who has a limp, was in an auto accident. Freddy is named, so the description is not essential. The boy who has a limp was in an auto accident. We do not know which boy is being referred to without further description; therefore, no commas are used.
- Rule 12.** Use a comma to separate two strong clauses joined by a coordinating conjunction--and, or, but, for, nor. You can omit the comma if the clauses are both short. Examples: I have painted the entire house, but he is still working on sanding the doors. I paint and he writes.
- Rule 13.** Use the comma to separate two sentences if it will help avoid confusion. Example: I chose the colors red and green, and blue was his first choice.
- Rule 14.** A comma splice is an error caused by joining two strong clauses with only a comma instead of separating the clauses with a Conjunction, a semicolon, or a period. A run-on sentence, which is incorrect, is created by joining two strong clauses without any punctuation. Incorrect: Time flies when we are having fun, we are always having fun. (Comma splice)

Time flies when we are having fun we are always having fun. (Run-on sentence)

Correct: Time flies when we are having fun; we are always having fun.

OR Time flies when we are having fun, and we are always having fun. (Comma is optional because both strong clauses are short.)

OR Time flies when we are having fun. We are always having fun.

**Rule 15.** If the subject does not appear in front of the second verb, do not use a comma. Example: He thought quickly but still did not answer correctly.

**Rule 16.** Use commas to introduce or interrupt direct quotations shorter than three lines. Examples: He actually said, "I do not care."  
"Why," I asked, "do you always forget to do it?"

**Rule 17.** Use a comma to separate a statement from a question. Example: I can go, can't I?

**Rule 18.** Use a comma to separate contrasting parts of a sentence. Example: That is my money, not yours.

**Rule 19.** Use a comma when beginning sentences with introductory words such as well, now, or yes.

Examples: Yes, I do need that report. Well, I never thought I'd live to see the day . . .

**Rule 20.** Use commas surrounding words such as therefore and however when they are used as interrupters.

Examples: I would, therefore, like a response. I would be happy, however, to volunteer for the Red Cross.

**Rule 21.** Use either a comma or a semicolon before introductory words such as namely, that is, i.e., for example, e.g., or for instance when they are followed by a series of items. Use a comma after the introductory word. Examples: You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing.

OR You may be required to bring many items; e.g., sleeping bags, pans, and warm clothing. NOTE: i.e. means that is; e.g. means for example

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- The National Institute on the Education of At-Risk Students (NIEARS)
- The U.S. Department of Education (USDOE)
- Teachers of English to Speakers of Other Languages (TESOL)



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